

# Coordination Mechanism of SDG4 - Education 2030

UNSIAP-KOSTAT Regional Training Course on Education-related SDG Indicators  
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# I. Sustainable Development Goals (SDGs)



*“Transforming our World:  
The 2030 Agenda for Sustainable Development”*

## UN Task Post-2015 Development Agenda Framework

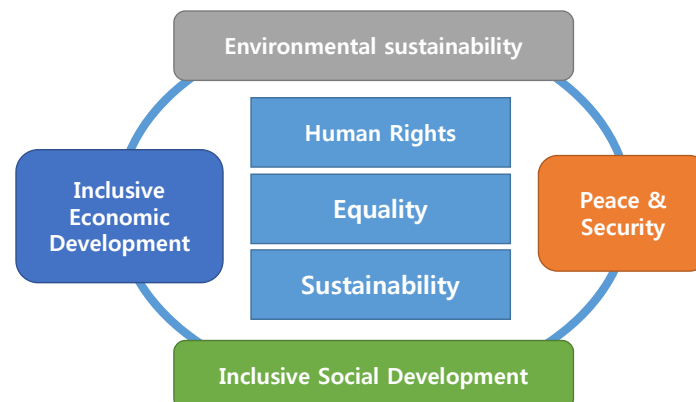


**'UN System Task Team' on the Post-2015 UN Development Agenda**

**'Realizing the Future We want for all'**

Report to the Secretary-General (June 2012)

**3 core values and 4 key dimensions of more holistic approach**



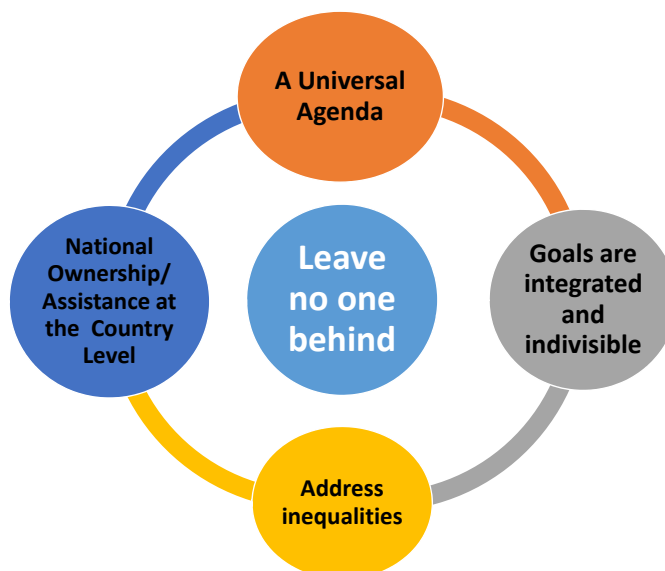
## Development of SDGs

The 2030 Agenda for sustainable development

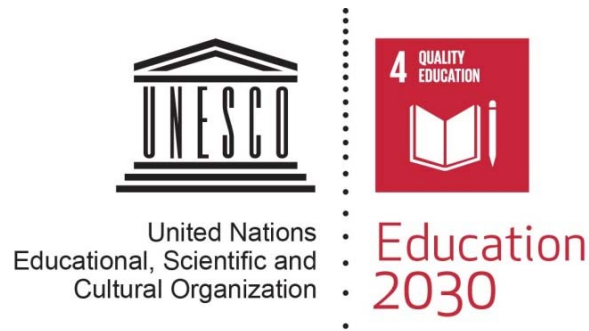
Merge development(MDG 2000-2015) and environment(Rio 1992-) agendas
17 goals with 169 targets
Adopted by UN Member States in 2015
To be achieved by 2030



## Unique elements of the 2030 Agenda

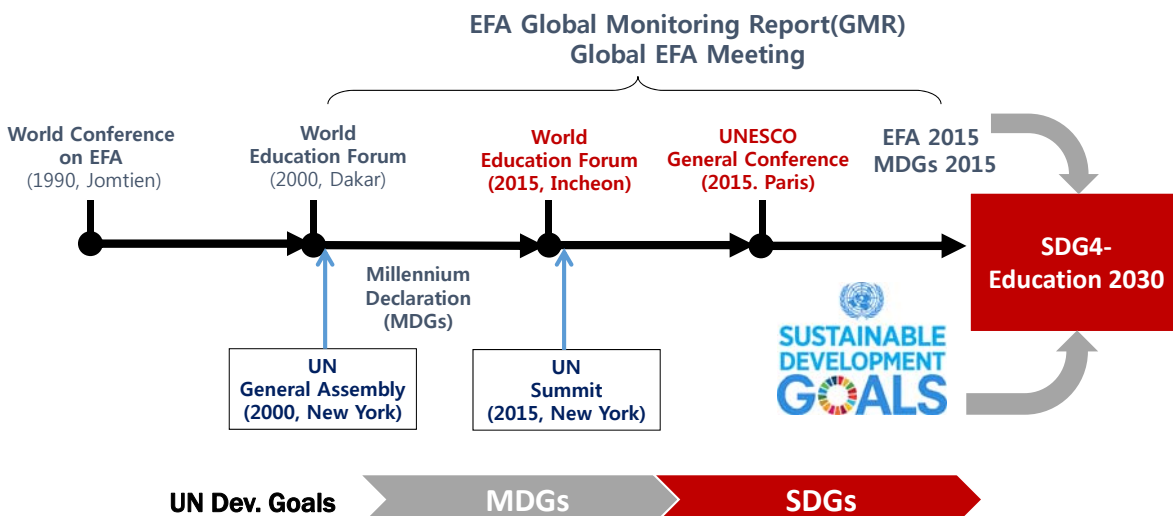


## II. SDG4 - Education 2030



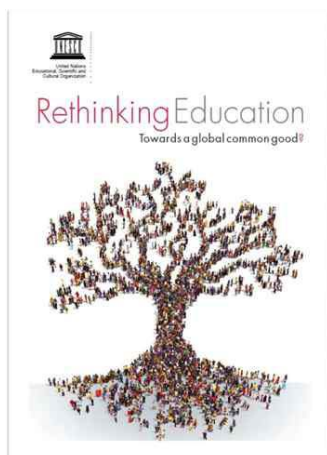
### Development of SDG4

#### Alignment between Post-EFA and SDGs development processes



## Reaffirming a Humanistic Approach

to education and development



### Fundamental Principles

- *Concern for sustainable human and social development*
- *Recognizing the diversity of lived realities while reaffirming a core of universal ethical values*

### Fundamental purpose of education

- *To enhance and sustain the dignity and capacity of the human person in relation to others and to nature*

## SDG4 – Education 2030

Education goal for sustainable development



**“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”**

## SDG4 – Education 2030

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### Goal and principles

***“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”***

#### ❖ Principles

- Universal relevance to all societies both global North and global South
- Rights based and a public goods
  - *the state is the “duty bearer”, education as a shared societal endeavour*

#### ❖ Key Focus on

- Inclusion, equity and gender equality
  - *in access, participation, retention, completion and in learning outcomes*
- ❖ Address all forms of discrimination and of situations, including emergencies, which impede the fulfilment of the right to education

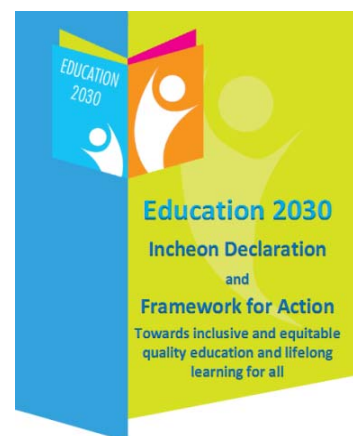
***“No one left behind”***

## Education 2030 Framework for Action (FFA)

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- ❖ Framework for Action (FFA) provides guidance for the implementation of SDG4 at country, regional and global levels
  - Vision and principals
  - Goal, targets, and strategic approaches
  - Implementation *modalities*
    - Governance, accountability and partnerships
    - Coordination between government and other sectors
    - Monitoring & Review
    - Financing
  - Indicator framework to monitor progress



## SDG4 Targets (reference to the Incheon Declaration and Education 2030 Framework for Action)



Stand-alone goal with its 7 outcome targets and 3 means of implementation

### Outcome Targets [7]

- 4.1 Quality primary/secondary education for all
- 4.2 Early childhood & pre-primary education
- 4.3 Equal access to TVET & higher education
- 4.4 Relevant skills for work
- 4.5 Gender equality & equal access for all
- 4.6 Youth and adult literacy
- 4.7 Global citizenship education for sustainability

### Means of implementation [3]

- 4.a Safe & inclusive learning environments
- 4.b Scholarships for higher education
- 4.c Teachers' training and working conditions

## Global education agendas compare



Transforming our mindsets: from MDGs, EFA to SDG4

Global Education Agendas			
	MDG2	EFA	SDG4
<b>Scope</b>	Primary Education (Children)	Basic Education (children, youth & adults)	Basic Education; Post basic Education/Training; Lifelong perspective
<b>Geographical coverage</b>	Low-income countries Conflict-affected	While universal in intention, In practice focus on lower-income countries	Universal agenda for all countries Regardless of income level/ Development status
<b>Policy focus</b>	Access to and completion of Primary education for all	Access to quality basic Education for all	Access to quality basic education For all; +Equitable access to post-basic Education & training; +relevance of learning for both work and 'global citizenship'



## Education-related targets across the SDGs

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*“Education in the 2030 Agenda for Sustainable Development is not restricted to SDG 4. Education, is specifically mentioned in targets of the five goals listed below, but also linked to almost all of the other SDGs in one way or another.”*

### ❖ Education-related targets across the SDGs (3, 5, 8, 12, 13)

- Health and Well-being **Target 3.7**
- Gender Equality **Target 5.6**
- Decent Work and Economic Growth **Target 8.6**
- Responsible Consumption & Production **Target 12.8**
- Climate Change Mitigation **Target 13.3**

## UNESCO support for Education 2030 Implementation

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UNESCO mandated role to lead and coordinate SDG 4 -Education 2030 including through:

- Advocacy for political commitment and resource mobilization
- Capacity development
- Policy dialogue and advice, knowledge-sharing, standard-setting
- Facilitating South-South and triangular cooperation
- Convening global, regional and national stakeholders
- Monitoring progress through work of UIS and Global Education Monitoring (GEM) Report

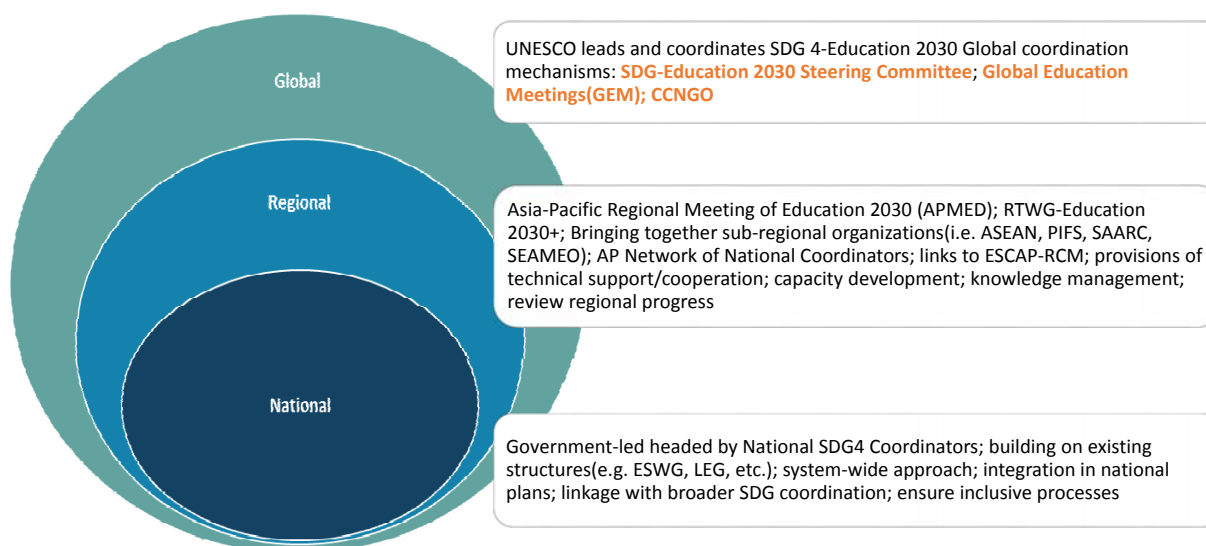
**‘Implementing’** SDG4 at country level implies an effort to align/adapt national education policy and planning to global targets and policy priorities reflected in the 2030 agenda.



### III. SDG4-Education 2030 Coordination



### Articulating SDG4 Coordination Mechanism



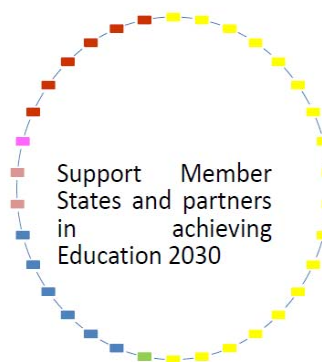
## Global level: Education 2030 Steering Committee



### Composition:

- 3 Member State representatives for each of the six regional groups
- 1 representative of the E-9 countries
- UNESCO, UNICEF and the World Bank and one representative of the other convening agencies (ILO, UNDP, UNHCR, UNFPA, UN Women)
- 1 representative of the GPE
- 1 representative of the OECD
- 1 representative of teachers organization
- 2 representatives of NGOs
- 1 representative from regional organizations for each of the six regions

### Mandate:



### Role

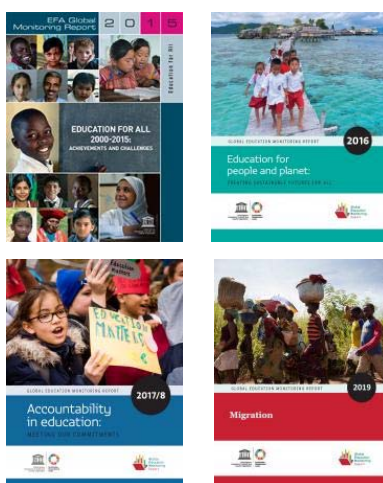
- Support MS and partners in achieving Education 2030
- Provide strategic guidance, review progress drawing on GEM Report
- Make recommendations to the education community
- Monitor and advocate for adequate financing
- Encourage partnerships

▪ Representatives of Education 2030 SC in Asia-Pacific Region (Korea, Japan, China @ Philippines(TBD))

## Global level: Monitoring Progress until 2030



UNESCO provides data that helps countries develop evidence-based policies



### UNESCO Institute for Statistic

- Provides one of the most comprehensive data sets on education
- Leads work on developing indicators and data sets for targets included in Sustainable Development Goal 4

### Global Education Monitoring(GEM) Report : Key Monitoring tool

- Published annually by UNESCO
- A comprehensive and authoritative reference for the global review of education
- Monitors progress relating to education in the Sustainable Development Goals
- 2016: Education for People and Planet (Sep. 2016)
- 2017/2018: Accountability in Education (Oct. 2017)
- 2019: Migration (end of 2018)

## Regional and National level:

- **The Regional Thematic Working Group (TWG) on Education 2030+**
  - Co-led by UNESCO and UNICEF
  - Members: SDG4 Co-convenors, UN agencies, sub-regional bodies, NGOs/CSOs, regional networks & partnerships
  - Purpose: to coordinate advocacy, technical support for and monitoring of progress in SDG4 in the regional countries.
- **The regional network of National Coordinators of SDG4**
  - Launched at the APMED2030-II (16-18 Nov 2016)
  - ❖ [APMED: Asia-Pacific Meeting on Education 2030](#) (2015~/4<sup>th</sup> July 2018, Bangkok)
  - Network members: National coordinators of SDG4, etc.
  - Purpose: to share and exchange experiences on effectively implementing and monitoring SDG4 targets
- **National level**
  - Main responsibility for monitoring SDG4 lies at the national level
  - Ministry of Education, Statistics Korea, KEDI
  - Voluntary National Reporting (VNR)

## Status of SDG4-Education 2030 localization (as 3 March 2017)

Information received from a total of 36 countries:

Status	Number of countries done	Number of countries planned
Nomination of National Coordinators for SDG4	27	8
Establishment of national mechanism for SDG4	12	13
Organization of national consultations on SDG4	19	13
Organization of sub-national consultations on SDG4	7	14
Review and/or alignment of national education sector plans /policies in light of SDG4	22	6

## Summary of main findings

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- About 78% of the countries have appointed a **coordinator/focal point** for both overall 17 SDGs and SDG4-Education 2030
- Nearly half of the countries have established a **national coordination mechanism for SDG4-Education 2030**
- Half of the countries have organized the **overall SDGs** localization meetings and consultation meetings for localizing **Education 2030** targets at the **national level**.
- Various stakeholders participated or planned to participate in **national consultation meeting** for localizing Education 2030 targets.

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## Summary of main findings (cont.)

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- Half of the countries responded that the **lack of technical capacity, and of financial and time constrains** as main obstacles for not starting the review of national education sector plan in light of SDG4.
- Most of the countries, which have **started mapping/review or planned** to do it, have finished or are expecting to finish this exercise by the end of 2016 or within a few years.
- Most countries perceive that the Education 2030 targets are feasible. However, the following indicators are found to be challenging:
  - **Target 4.3 (TVET & tertiary education)**
  - **Target 4.4 (job skills)**
  - **Target 4.6 (literacy & numeracy)**
  - **Target 4.7 (ESD & GCED)**

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## National level: Coordination Mechanism in KOREA

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### ▪ SDGs Mechanism

- relevant ministries to the implementation of the SDGs including the Ministry of Foreign Affairs (MOFA), **Ministry of Environment (ME)**, Statistics Korea, and the Office for Government Policy Coordination are making concerted efforts in further mainstreaming the SDGs into the government's policy
- **Integrating the SDGs into National Framework:** the Third National Basic Plan for Sustainable Development, which is updated every five years, was established by consultations with 26 government ministries and agencies (Jan. 2016)
- Submit **2016 Voluntary National Review:** 'Year One of Implementing the SDGs in the Republic of Korea: From a Model of Development Success to a Vision for Sustainable Development

## National level: Coordination Mechanism in KOREA

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### ▪ Status of SDG4-Education 2030 in Korea

- Nomination of national coordinator: Yes, March 2017
- Establish of national coordination mechanism: Yes, March 2017 (focal point: Korean National Commission for UNESCO:KNCU)
- Organization of national consultations: Yes, April(1<sup>st</sup>) 2017, 2<sup>nd</sup> & 3<sup>rd</sup> (2018)
- Review of national education plans: No, but it is planned
- Development of overarching visioning document: No, but it is planned

### ▪ Nominated National Coordinator

- **National coordinator:** Director-General, International Cooperation Bureau, **Ministry of Education**
- **Focal point:** Korean National Commission for UNESCO

## SDG4-Education 2030 Coordination Mechanism (Korea)

### SDG4 National Coordination Mechanism

- **National Consultations:** composed of Government body, diver sectors such as education stakeholders(KEDI, KICE, KICCE, KRIVET, KERIS etc.), academics and CSOs.
- Prepare guidelines on the processes and milestones for planning, implementing and monitoring SDG4-Education 2030 in Korea

### Organize National consultation meetings and working groups

- to analyse the Education 2030 targets and Framework for Action in light of existing plans, policies and programmes to identify gaps and opportunities and to plan actions to implement and monitor SDG 4.
- 1<sup>st</sup> Preparatory meeting (24 April 2017) / 2<sup>nd</sup> and 3<sup>rd</sup> in 2018
- 1<sup>st</sup> SDG4-Education 2030 Forum (2017), **2<sup>nd</sup> Forum(planned on 9 November 2018)**
- Working groups: preparatory meetings (planned from September to November)
- Advocacy and supply materials : (Korean version) Education 2030 FFA (2016), Global Education Monitoring Report(2017, 2018), Unpacking SDG4-Education 2030 (Nov. 2017)

## HLPF: ECOSOC Reviews-Themes and Goals by Year

Theme	Goal s	Year
Ensuring that no one is left behind	-	2016
Eradicating poverty and promoting prosperity in a changing world	1, 2, 3, 5, 9, 14	2017
Transformation towards sustainable and resilient societies	6,7,11,12,15	2018
<b>Empowering people and ensuring inclusiveness and equality</b>	<b>4,8,10,13,16</b>	<b>2019</b>

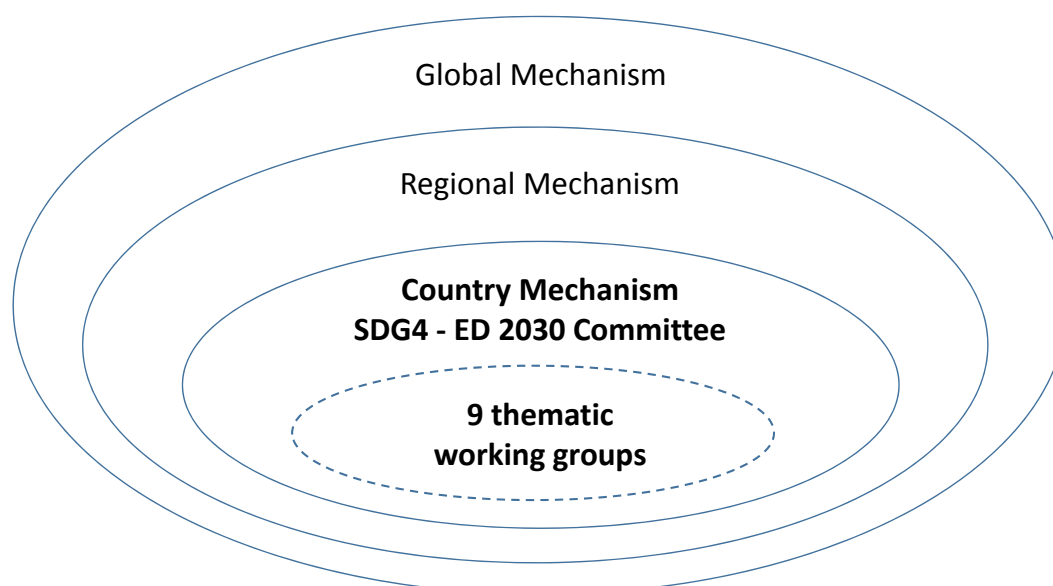
Brussels, 3-5 Dec. 2018: Global Education Meeting (GEM)

July 2019: High-level Political Forum on Sustainable Development 2019

## IV. SDG4 Coordination Mechanism: the case of Republic of Korea



### SDG4 – Education 2030 Coordination Mechanism



## SDG4 – Education 2030 Committee: objectives and outcomes

Objectives	<ul style="list-style-type: none"> <li>▪ Contribute to establishment of Korean Sustainable Development Goals (K-SDGs)</li> <li>▪ Enhance understanding of SDG4 – ED 2030 among education stakeholders and public</li> <li>▪ Collect and disseminate best practices of SDG4 – ED 2030 implementation in Korea</li> </ul>
Expected outcomes	<ul style="list-style-type: none"> <li>▪ Establish national priorities and relative indicators for SDG4 by targets</li> <li>▪ Organize seminars and distribute documents to enhance public awareness of SDG4 – ED 2030</li> <li>▪ Share best practices of SDG4 – ED 2030 implementation with domestic and global partners</li> </ul>

## Korean SDG4 – ED 2030 Committee: structure

Position	Name of organization	Roles	Relevant SDG4 targets
National Coordinator	<a href="#">Ministry of Education</a>	overall supervision and securement of government budget for operation of the committee	All
Focal Point	<a href="#">Korean National Commission for UNESCO</a>	secretariat (organize committee meetings, allocate funds for working groups, PR)	All
Committee Members	<a href="#">Korea Institute of Child Care and Education</a>	operate ECCE working group	4.2
	<a href="#">Korean Institute for Curriculum and Evaluation</a>	operate primary & secondary ED working group	4.1
	<a href="#">Korean Council for University Education</a>	operate higher education working group	4.3
	<a href="#">Korea Research Institute for Vocational Education &amp; Training</a>	operate TVET working group	4.3, 4.4
	<a href="#">Korea Women's Development Institute</a>	operate equity working group	4.5
	<a href="#">National Institute for Lifelong Learning</a>	operate literacy and numeracy working group	4.6
	<a href="#">UNESCO ACPEIU</a>	operate GCED & ESD working group	4.7
	<a href="#">Korea Education and Research Information Service</a>	operate ICT working group	All
	<a href="#">Korean Educational Development Institute</a>	operate monitoring and report working group	All



## SDG4 – Education 2030 Committee: roles

Position	Organization(s)	Roles
Supervision (National Coordinator)	Ministry of Education	<ul style="list-style-type: none"> <li>- Funding (central government)</li> <li>- Overall monitoring and evaluation of the committee</li> </ul>
Secretariat (Focal Point)	Korean National Commission for UNESCO	<ul style="list-style-type: none"> <li>- Collect and review activity plans and final reports of working groups</li> <li>- Distribution of funds to working groups</li> <li>- Report committee activities to the Ministry of Education and global partners</li> </ul>
Chair of Working Group	Educational Institutes	<ul style="list-style-type: none"> <li>- Selection of working group members</li> <li>- Plan and operate annual activities</li> <li>- Share working group activities with committee members</li> <li>- Submit final reports to the secretariat</li> </ul>
Working Group Member	Experts from public and private sector	<ul style="list-style-type: none"> <li>- Situation analysis by targets</li> <li>- Discuss national priorities for SDG4 implementation in line with national education agenda</li> <li>- Make policy suggestions based on the above national priorities</li> <li>- Organize activities to stimulate national implementation of SDG4 (seminars, workshops, brochures, etc.)</li> </ul>

## SDG4 – Education 2030 Committee: annual timeline (2018)



## SDG4 – Education 2030 Committee: contribution to K-SDGs

### Korean Sustainable Development Goals (K-SDGs)

- goal: localize SDGs in order to improve quality of life for Korean citizens
- objectives: establish national priorities and relevant indicators to achieve by 2030
- process: draft of national priorities and indicators written by experts and the Ministries are reviewed by multiple group of stakeholders including gender and immigrants.



## References



# Thank you !

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